



Annual General Meeting
13 November 2020, via Zoom
2pm Sydney, Canberra, Melbourne, Hobart
1.30pm Adelaide; 1pm Brisbane
12.30pm Darwin; 11am Perth

MEETING ZOOM LINK:

<https://deakin.zoom.us/j/91437475779?pwd=MExBUedyMWVQaTJJRFUzRWNIcGNrZz09>

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Annual General Meeting AGENDA

13 November 2020, via Zoom
2pm Sydney, Canberra, Melbourne, Hobart
1.30pm Adelaide; 1pm Brisbane
12.30pm Darwin; 11am Perth

Quorum: 10% of the members entitled to vote

- 1. Acknowledgement of Country**
- 2. Register of Members in Attendance / Confirmation of Quorum / Membership update**
- 3. Apologies**
- 4. Minutes of Previous AGM**
- 5. Annual Report**
- 6. Financial Report**
- 7. Anti-Racism and Equity Statement** – opportunity for feedback
- 8. Statement on Respectful Relationships** – opportunity for feedback
- 9. Report on Consultation about 5-year Strategy**
- 10. Election of Members of the Committee**
NB. Newly elected President to take over as chair
- 11. Annual Membership fee**
- 12. Discussion 2022 conference**
- 13. Discussion on 5-year Strategy**
- 14. Any other business**

This AGM will be conducted according to our Rules of Association, available here:
<https://www.developmentstudies.asn.au/who-we-are/>



DSAA

Development Studies Association of Australia

Inaugural Annual General Meeting

12:30-1:30pm, 12 June 2019

Donald Whitehead Building, Level 2, Room DW-210, La Trobe University

MINUTES

Present:

Bina Fernandez (Melbourne)	Michel Stevens (RMIT)
Anthony Ware (Deakin)	Vandra Harris (RMIT)
Kearrin Sims (JCU)	Nichole Georgeou (WSU)
Anthony Zwi (UNSW)	Charles Hawksley (Wollongong)
Rochelle Spencer (Murdoch)	Sara Niner (Monash)
Vicki-Ann Ware (Deakin)	Tanya Jakimow (UNSW)
Susan Engel (Wollongong)	Lauren Tynan (UNSW)
Regina Schyvens (Massey)	Philippa Smales (RDI Network)
Lan Anh Hoang (Melbourne)	Bill Walker (World Vision)
Jayne Gurnow (ACIAR)	Charles Mphande (Victoria Uni)

Apologies: nil

Meeting open 12:35pm.

Agenda

1. Election of members to the DSAA Executive Committee

Anthony Zwi, returning officer, noted he held 8 proxy votes from online collection, and that 11 of the 20 present in the meeting were eligible to vote (members not having submitted a proxy). Total voting members = 19. Secret ballot conducted. Results:

President:	Dr Tanya Jakimow (UNSW)	19/19	elected
Vice-President:	Dr Bina Fernandez (Melbourne)	19/19	elected
Secretary:	Dr Anthony Ware (Deakin)	19/19	elected
Treasurer:	Dr Joyce Wu (ANU)	18/19	elected
Student Rep:	Ms Lauren Tynan (UNSW, Indigenous)	18/19	elected
Industry:	Dr Philippa Smales (RDI Network)	18/19	elected
Ordinary Members:	Dr Nichole Georgeou (WSU)	16/19	elected
	Dr Vandra Harris (RMIT)	10/19	not elected
	Dr Kearrin Sims (JCU)	19/19	elected
	Dr Rochelle Spencer (Murdoch)	17/19	elected
	Dr Vicki-Ann Ware (Deakin)	11/19	elected

Re the aspirations in our Diversity Policy: those elected come from 8 universities/1 industry partner, 4 states/1 territory, are 80% female, and we have an Indigenous member.

2. Working with DevNet

Regina Massey extended congratulations from the Aotearoa New Zealand International Development Studies Network (DevNet), and indicated DevNet looking forward to collaborating with DSAA.

Possibilities for collaboration included:

- **Cross-promotion** – of conference, events, activities via website and mailing list
- **Conferences** – perhaps do every second conference jointly, or run conferences in alternate years to maximise attendances. Perhaps all conferences could include a DevNet/DSAA update in each other's conference. Their next conference is 2-4 Dec 2020. They would also like to collaborate in how to grow NGO involvement in conferences
- **Symposia/workshops** – joint events on specific, narrower topics, e.g. the South Pacific, post-grad workshop on research methodologies, etc.
- **Joint initiatives** – such as the FoR code submission already shared jointly
- **Thesis database** – compile and host a thesis database, via website, going right back to earliest development theses submitted to Australian/NZ universities and held in our libraries
- **Student awards** – perhaps collaborative awards program
- **Strategic discussions** – for example, on how to self-fund our associations

These suggestions were warmly received, and tabled for the new executive to pursue as appropriate. No vote taken

3. Planning the first DSAA Conference 2020

Several discussions options for the inaugural DSAA Conference were noted. Initial DSAA planning meetings in late 2018 had offered it to Deakin to host and agreed to planning for a date in early February 2019. Subsequent discussions in Canberra had raised concerns this was too close the ANU Australian Aid Conference in late Feb, and proposed mid-2019.

Options

A. Deakin University, 6-7 February 2019

Anthony: Deakin Downtown had already been booking for Feb 6-7 (conference), and Feb 5 (post-grad day), based on initial planning. Downtown is in a high-rise tower right near Southern Cross Station (Spencer St) in Melbourne's CBD, a premier venue. Our booking could cater for up to 240 participants, with no venue costs for DSAA, just catering. Deakin's ICD@Deakin research group prepared to host and do the planning (Anthony is convenor), with support from an admin assistant (costs to be recovered from the conference registrations).

Popularity of the Deakin Downtown venue means no other dates in 2019 are possible at this venue. The close proximity to ANU Crawford School's Australasian Aid Conference on 18-19 February, was noted as the main issue.

B. Melbourne University, mid/late 2019

Bina: Melbourne also happy to host the conference in mid or late 2019, and the university still has venue options available. Similar cost would be involved: no venue costs to DSAA just catering, the Melbourne Uni team would host and do planning with support from an admin assistant (costs to be recovered from the conference registrations)

Discussion

- Best times are during term breaks. With some universities running trimester systems, some semesters, the windows of opportunity are narrow – mainly early, mid and late in the year. All 3 periods are popular for conferences: note was made of ANU's Australasian Aid Conference every February and RDI's conferences in July (also Asia Pacific Humanitarian Leadership Conferences in May) and DevNet in December.
- Proposed that it would be best to *not* combine with DevNet for our first conference, to help establish our own identity
- Suggested the primary audiences for each of these conferences is sufficiently different that close proximity of dates would only effect a minority, and should not define our date setting: Australasian Aid Conference is primarily policy-focussed; the RDI conference is more practitioner-focussed; the DSAA conference would be academic research-focussed. Primary issue is maintaining clear communication with the organisers of any other conferences.

Vote:

Nichole moved we confirm Deakin to host in Feb, the earliest date, to maintain the momentum.

Approved by unanimous show of hands.

Working group self-nominated to assist Anthony/ICD@Deakin:

Philippa, Charles, Charles, Nicole, Michel, and Vicki.

4. Development Studies Journal

Expression of interest for the DSAA to start or host a journal was noted. Committee to discuss

5. Fundraising

Not discussed

6. Statement of Principles for working with First Nations Australians and decolonizing development

Committee to discuss, then convene a working group via email circular, to develop a statement principles of working with First Nations Australians and decolonizing development practice and research.

7. Ideas to build membership

Committee to discuss

8. Any other business

Nil

Meeting close: 1:30pm



ANNUAL REPORT 2020



DSAA
Development Studies Association of Australia

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PRESIDENT'S REPORT

The Development Studies Association of Australia is barely twenty months old, yet already it feels as though it has experienced two distinct phases. After formal incorporation as an association in March 2019 and our first AGM in July 2019, we had a period of hope and growth as we worked towards our first conference held at Deakin Melbourne CBD campus in February 2020. Who knew then that we would be one of the last associations to squeeze in a face-to-face conference prior to lock down. A good thing too, as the conference turned out to be pivotal in developing a sense of belonging and community among members. It was energizing, highlighting the amazing work being done in Australia to 'do' and 'think' development differently, and the possibilities that come from connection and collaboration. My thanks to the conference committee who put in a tremendous effort to make it happen, and to everyone who came and made our first conference so successful.

Shortly afterwards, COVID hit. As of today, over 42 million cases of COVID-19 have been recorded, resulting in over 1 million deaths. Lockdowns necessary to reduce cases have had devastating effects on economies, with the most precarious the hardest hit. In Australia, international students have had a particularly rough time; as casual work dried up, food queues grew. The negative impact of years of public under-investment in Australia's higher education sector and consequent reliance on full-fee paying students has been exposed. In the last few months, university after university has announced redundancies and/or deterioration of working conditions, while lecturers and students are struggling with teaching/learning online. And let's not forget all this followed the bushfires: a prelude to the catastrophic effects of the climate crisis. It is hard not to feel overwhelmed.

DSAA's importance has only been underlined by these events, vindicating the hard work that many people put into establishing the association. Much of what we have done this year is responsive: advocating against university fee changes, contributing to policy submissions, providing free membership to students. Other work has come with being a new association, developing protocols and processes, and reflecting critically on how we can do things better, such as the Committee Health Check. In other respects, the DSAA has acknowledged our responsibility to confront and challenge long-standing structural disadvantage and marginalisation. The 'Statement of Intent Against Racism', and our 'Statement of Respectful Relationships' are the association's *first steps* in contributing towards reconciliation and a better Australia. In our first couple of years, we hope to have provided DSAA with the right foundations, but know that these are all working documents that require ongoing reflection, consultation, and refinement.

The DSAA has also been proactive in furthering our aims of supporting scholars, researchers, students and practitioners in Development Studies. Probably our biggest win was the achievement of a Field of Research code for Development Studies: a long held ambition of many academics in Australia, and a major impetus to form the association. Other initiatives include the development of a quality journal list, prizes for ECR papers and pedagogy blog. While many of our initiatives took a back seat while members coped with additional burdens and anxieties related to COVID, we are working through the long list of very exciting things we want to do.

The recent consultations with academics and students from Development Studies programs across Australia have helped us to grow that list. Over a week in late September, we held Zoom consultations with over 40 participants, over five sessions, including one session specifically for students. The discussions were energizing and inspiring, and we now have a wealth of ideas for new initiatives, points for reflection, and important considerations to inform our planning. I am particularly pleased that as a direct consequence of the student session and thanks to the initiative of Michel Stevens, a network of DSAA students is starting to emerge. The need for solidarity, care, and belonging was a major theme in the consultations, and something that the DSAA has a central role in facilitating.

The consultations will feed into the development of a medium to long-term strategy. As noted, much of what we have done during the initial phase of DSAA has been responsive, not only to the external conditions, but also to what we were learning about how to make an association work. Although this is still a work in process, we have the foundations of the association in place, and can now be more visionary in our ambitions and activities. As one participant of the consultations noted, this should include a more visionary statement or set of ideas about what 'development' is in the contemporary world, what it should be, and how Development Studies as a field can contribute towards overcoming the challenges we are facing. Australia is positioned to offer unique and important contributions to this global project, both practically, and in terms of new critical understandings. DSAA has an important role in promoting and supporting these contributions and promoting them to international academic, policy and practitioner audiences.

So, while the year has been a bit doom and gloom, I am proud of what the DSAA has achieved in its short history, and very optimistic about its future. The former is due to the wonderful DSAA committee: Bina Fernandez (VP), Anthony Ware (Secretary), Joyce Wu (Treasurer), Lauren Tynan (Student rep), Philippa Smales (Industry rep), Nichole Georgeou, Kearnin Sims, Rochelle Spencer, and Vicki Ware (General committee members). Everyone has worked so hard, and each have contributed to various

initiatives, as well as being collegial, respectful, and just generally wonderful. It really has been a delight to work with them all. In addition, various people outside the committee have led or participated in working groups, or were pivotal to the establishment of the DSAA in its earliest stages. My deepest gratitude to all who have contributed to getting us to where we are today.

It is therefore with a fair bit of sadness that I step down from President this year. At the same time I am thrilled at the number of nominees we have to join the committee, and therefore know that the DSAA is in exceptional hands. We have two absolutely fantastic Presidential candidates, and seven very worthy candidates for the two general committee spots open this round. Surely the most exciting election going on anywhere in the world this month! It is great that so many people are interested in being involved in the DSAA, and of course there is work and fun to be had beyond the committee where all members can contribute. Hope to see you in those spaces soon.

Tanya Jakimow
President DSAA
30 October 2020

TREASURER'S REPORT

Income-Expenditure Statement for the financial year ended 30 June 2020

Income	2020
Membership	4,816
University and Industry Sponsorships	19,550
DSAA Conference	32,727
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Total income	57,093
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Expenditure	
Website maintenance	1,672
Administration	365
Conference	22,136
Bank fees/transactions	404
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Total expenditure	24,577
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Surplus for the year	32,516

Joyce Wu
Treasurer DSAA
30 October 2020

DSAA AIMS AND OBJECTIVES

Research

- Generate and cultivate knowledges in the field of Development Studies through research and research training
- Achieve recognition of Development Studies as a distinct field of study and research in Australia
- Facilitate scholarly co-operation and collaboration contributing to the democratisation of knowledge about development through purposeful engagement with marginalised scholars, and perspectives
- Promote associational life among scholars and researchers in Australia across all disciplines conducting research for or about development

Teaching

- Promote and support the academic study and teaching of Development Studies in Australia
- Build cross-institutional collaboration in Development Studies teaching and learning

Engagement

- Promote dialogue and create space for debate around research and thinking for and about development, as well as provide avenues for the wide dissemination of research findings through the organisation of, for example, conferences, workshops, journals, working papers and other initiatives
- Be a hub for expertise to governments, development agencies, the private sector, media and civil society organisations regarding issues in development around the world
- Promote a voice and enhance the presence of Australian Development Studies in relevant national and international forums
- Facilitate dialogue between academia, policy and practice

MEMBERSHIP

As of 28 October 2020, the DSAA has 178 active individual members, and 13 institutional members.

We are very proud of our valued institutional members, whose financial support contributes significantly to our operations. These are:



RESEARCH FOR
DEVELOPMENT
IMPACT NETWORK



WESTERN SYDNEY
UNIVERSITY



DSAA ACTIVITIES (JUNE 2019 TO NOV 2020)

Registration, First AGM and Launch of the DSAA

On 22nd March 2019, the DSAA was formally registered as an incorporated association, having been in gestation for a very long time, with many precursor initiatives that nurtured the final emergence of the association. The working committee organised the First Annual General Meeting of the DSAA, on 12th June, at La Trobe University. This AGM was organised in conjunction with the Research for Development Impact (RDI) Conference on Leadership for Inclusive Development. At the AGM, an inaugural Executive Committee of ten members was elected:

President	Tanya Jakimow
Vice President	Bina Fernandez
Secretary	Anthony Ware
Treasurer	Joyce Wu
Student representative	Lauren Tynan
Industry representative	Philippa Smales
General Committee members	Nichole Georgeou
	Kearrin Sims
	Rochelle Spencer
	Vicki-Ann Ware

The AGM was followed the same evening by a celebratory launch event at the Eagle Bar, La Trobe University, Melbourne, attended by over 100 people.

DSAA Inaugural conference

Development Studies: Research, Debates & Trajectories

An inaugural DSAA conference, on the theme Development Studies: Research, Debates & Trajectories, was held 5-7 February 2020 at Deakin Downtown, Melbourne. Thanks to Deakin University for hosting the conference, and to Anthony Ware for leading the conference committee. With over 140 attendees, 90 papers presented, 23 panels, 7 dynamic practice workshops and 2 vibrant roundtable discussions, this was an outstanding inaugural conference for the association. The two keynotes, Professor Uma Kothari and Associate Professor Yvonne Underhill-Sem were thought provoking and inspiring. The conference dinner was in a great location over the waterfront, and included a fantastic spoken word performance by Sarah Williams and the Assyrian Chaldean Women's Choir, comprised of Iranian refugee women.

Financial planning for the conference, being our first, was challenging, and the conference committee managed to ensure we remained in the black. With sponsorship we made a small surplus from the conference, which is being used for a) an administrative assistant to help with newsletters, the website and social media, and b) put aside for start-up costs for the next conference, and bursaries for ECRs and Students.

RHD and ECR day at the DSAA conference

The conference was preceded by a day, specifically for higher degree by research (HDRs, i.e. PhD candidates), and early career researchers (ECRs). Over 70 people attended, including 10 experienced academic mentors.

The day included a range of activities. Guest speakers led discussion on topics such as how to build an academic career and post-PhD careers in industry, ethical research, publishing, and grant seeking. The day also included two roundtable sessions, providing feedback on draft papers from peers and academic mentors; and discussion of how to develop a CV and research narrative.

While a few of the sessions were felt to be a bit rushed, overwhelming feedback demonstrated the day was hugely valuable to emerging researchers in building career pathways as well as finessing finer-grained skills such as academic writing. Participants suggested that a HDR/ECR event should be a core part of future DSAA

conferences, with a greater amount of time allocated to a smaller number of activities.

DSAA Best Paper Prizes

Two new best paper prizes were initiated out of the HDR/ECR day, one for best paper submitted for the workshop by a PhD candidate, the second for the best paper submitted by an early career researcher. Congratulations to the winners, who were as follows:

DSAA Prize for Best PhD Paper

Benevolent Discipline: Affect, Discourse, and Ethics in Reconstructing the Post-Disaster City by Kaira Zoe Canete, PhD Candidate, University of New South Wales Sydney

Kaira's paper examines post-disaster reconstruction in Tacloban City in the Philippines in the aftermath of typhoon Yolanda. She introduces the concept of benevolent discipline to characterise the state's positioning itself as a 'benevolent' authority through a range of affective and discursive practices, while endeavouring to regulate and reform people's behaviours towards producing 'better', resilient, and responsible citizens. The judges viewed Kaira's paper as outstanding in its analysis and application of Foucault and Li's work on discourse, power and affect. Her paper offers an original and sophisticated perspective on the state.

DSAA Prize for Best Early Career Researcher Paper

How Change Happens According to Pacific Leaders
Dr. Aidan Craney, La Trobe University

Aidan's paper examines the the role of Pacific leaders as drivers of reform. He interviewed Seven thought leaders from Pacific island countries using an experimental mapping technique informed by Jungian sandplay to represent their experiences of how change happens in their region. The paper is embedded in the anthropological literature of the Pacific, human geography literature of globalisation, and development literature of how change happens. The judges considered this an extremely well written paper that presents a very interesting method for empirical inquiry on social change in the Pacific. The inquiry process clearly delineated and substantiated with wonderfully illustrative results.

Development Studies Field of Research (FOR) Codes

In February 2019, the Australian and New Zealand governments called for a review of the Australian and New Zealand Standard Research Classification (ANZSRC) codes, which include the FOR codes. After extensive consultation with members, a DSAA working committee led by Anthony Ware drafted a detailed 13-page submission, making an appeal for recognition of Development Studies as a Field of Research. The working committee involved 18 academics from 14 different universities, and enlisted the assistance of the UK Development Studies Association, who provided their successful application document that gained them disciplinary recognition in 2008. Extensive rounds of facilitated discussion resulted in a submission all academics on the working committee as well as the executive committee of the DSAA approved. We also achieved coordinated supporting submissions by a number of our member universities, the Deans of Arts, Social Sciences and Humanities (DASSH), and the Aotearoa New Zealand International Development Studies Network (DevNet). Our submissions were successful, and from 2021 Development Studies in Australia and New Zealand now has its own set of FoR codes:

- 4404 Development studies
- 440401 Development cooperation
- 440402 Humanitarian disasters, conflict and peacebuilding
- 440403 Labour, migration and development
- 440404 Political economy and social change
- 440405 Poverty, inclusivity and wellbeing
- 440406 Rural community development
- 440407 Socio-economic development
- 440408 Urban community development
- 440499 Development studies not elsewhere classified

We are also thrilled to see the introduction of a new Division (45) to capture Indigenous studies, including Aboriginal and Torres Strait Islander, Māori and Pacific Peoples research, and inclusion of Gender Studies under the revised Division of Human Society (44) under which Development Studies also sits.

DSAA Quality Journal List

In 2019, Prof Mark McGillivray and Assoc Prof Nichole Georgeou worked to develop a journal ranking list for the DSAA. Initial work involved collecting data on all journals identified by the DSAA committee as relevant to the field of development studies, as well as journals that self-identified as development studies. Data collected included: H index, total cites over 3 years, citable docs over 3 years, av cites per paper 3 years, Clarivate journal impact factor, Scimago JR best quartile (last 3 years). Journals for which all data were available were ranked, however this resulted in some journals, in particular practitioner-orientated journals, not being included in that list. A draft list was presented at the conference, noting that more work and consultation was required. Following the February 2020 DSAA conference, a working group was established to further explore journal rankings, and to provide a range of reference points for which DSAA members may be able to assess their work for purposes of probation, promotion and academic advancement. This work is ongoing, with several ideas currently being explored.

Current ideas include an excel spreadsheet containing:

- Links to journal websites and 'mission statements'
- Frequency of issues
- Average length of review process (if published)
- Acceptance rates
- Disciplinary ranking (e.g. where is it ranked in history, geography? Or highest QUARTILE, %?)
- Regional focus (some journals may have a regional name but may not just publish on that region, or may not have a regional name but actually publish mostly on a specific region)
- Scimago metrics (e.g. impact or citation factor)
- New ANZ FoR code (see above) that best describe the journal. (This may help people who are trying to focus their publications in a particular field or narrative to support ERA strategies but could be laborious, and most strategies would be pitched at the 4 digit level)
- Qualitative/quantitative bias (if available).

There are more discussions to come and work will continue into 2021.

Statement of Respectful Relationships

Upon formation, a priority matter of business for the DSAA was understanding how the association operates and creates relationships on Aboriginal and Torres Strait Islander land (Country) and responds to our shared (often violent) history. As a first step, a working group was formed to draft a Statement toward Respectful Relationships with Aboriginal and Torres People and Country. Working group members Lauren Tynan, Vicki Ware, Michelle Dunscombe and Catherine Chalk drafted the Statement in consultation with the membership and Executive Committee. The Statement is due to be finalised by the end of 2020.

DSAA Anti-Racist and Equity Statement

In June of this year, DSAA members watched the situation unfolding in the USA after the tragic death of George Floyd. We also began to see the #BlackLivesMatter movement being reflected in here in Australia with the highlighting of the Aboriginal Deaths in Custody and Aboriginal and Torres Strait Islander incarceration. As an Association we strongly felt that it is important to recognise and stand in solidarity. Thanks to the initiative of Catherine Chalk, we began work on a statement.

In working on the statement, the DSAA realised that as a representative body we needed to also take responsibility for our part in racism in the sector and Australia, and recognise that this statement should be a statement of intent, rather than (or in addition to) a statement of solidarity. We have developed such a statement as a living document. The document is attached to this meeting pack, and is to be discussed at the AGM.

Juukan Gorge statement

On 29 May 2020 and during National Reconciliation Week, the DSAA offered a statement of solidarity to the Puutu Kuntji Kurrama people and all Aboriginal and Torres Strait Islander people for the destruction of the Juukan Gorge Rockshelters. The 46,000 year old shelters in the Pilbara region, WA, were destroyed by Rio Tinto; an act irreconcilable with the values of the DSAA.

DSAA Submission to DFAT's New International Development Policy

In late 2019, DFAT called for general public's submission on the new international development policy. This was an opportunity to provide suggestions for the Australian Government as it considers how to revise its overseas assistance policies and programmes. DSAA Committee developed a submission to the call, which was submitted in February 2020, and the substance of the submission was also made verbally during an informal meeting with James Batley (member of the expert panel) during the 2020 Australasian AID Conference. In response to the global COVID-19 pandemic, the Australian Government has put the policy review on hold. However, we will continue to look for opportunities to give feedback and advice to the Australian Government on this matter.

Submissions in relation to Australia's Higher Education Policy

After a horror year in the Higher Education sector, a further blow was dealt with the introduction, and eventual passing of the Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020. The DSAA outlined our position against the bill on account of the increased fees for Humanities and Social Sciences courses, the withdrawal of government support for students failing courses in first year, and the overall reduction in funding per student. We wrote letters to Minister for Education, Dan Tehan, to senators on the cross bench (twice), and made a submission to the Senate Education and Employment Committee (available on their website, and ours). Unfortunately to no avail. It was nonetheless worth the fight, and we will continue to advocate for the sector, and for equity and access to university education in Australia.

DSAA Pedagogy and Blog

The reshaping of higher education during, and prior to, 2020 requires more thinking about how we can work together to improve and expand our learning and teaching practices. As COVID-19 and the neoliberalisation of higher education continue to reshape our learning and teaching environments, the need to work together in collegial collaboration increases.

Since its inauguration, the DSAA has undertaken a number of activities to advance conversations around development studies learning and teaching. At the inaugural DSAA conference pedagogy and education were key themes that were interrogated in individual papers, panel discussions, and a roundtable. From these conversations – as well as much previous work – DSAA has been provided with a number of ideas for advancing development studies pedagogy. A non-exhaustive list includes: continued conversations about power and voice in learning and teaching; breaking down the siloing of ‘topics’ and further consideration to teaching analytical tools and self-reflection, and; encouraging majority world students to undertake projects and research in their home countries.

Numerous suggested actions for DSAA to lead have also be provided, including (again non-exhaustively): a database of case-study resources; a database of short-clips based on member expertise/research to be shared across; identifying and interrogating ‘threshold concepts’ that students need to comprehend to have the required sensibilities to do development work; greater engagement on learning and teaching with regional universities from across Asia and the Pacific, and; reference databases of publications by majority world authors.

One topic of consideration for longer term consideration is the benefits, costs, and other potentialities of the DSAA serving as an accrediting body for Australia’s development studies programs.

In addition to the abovementioned conference activities, one other key contribution that the DSAA has already made to expand conversations around development studies learning and teaching has been the establishment of a pedagogies blog. The DSAA blog is featured on the DSAA website, and has received 6 contributions covering topics ranging from COVID-19 to gender dynamics in the classroom, caring for

international students, affective learning and citizen scholars. To contribute to the blog contact Kearrin Sims at: kearrin.sims@jcu.edu.au

The purpose of the DSAA is to promote critical inquiry, reflection, research, *teaching* and the value of Development Studies in Australia. DSAA will continue to carry its work on pedagogy forward through 2021.

Free Membership for Students and Low-income members

COVID-19 pandemic has created unprecedented health, social, political and economic global impacts. Australia and our neighbors in the region have also felt consequences of COVID-19, which is followed after the catastrophic bushfires of 2019-2020. To show support for our students and low-income members, a decision was made to provide the choice of free membership for those who are experiencing hardship. This is part of our commitment and contribution towards global justice and equity.

Development in Practice –DSAA Editorial team's EoI

Thank you to everyone who was a part of DSAA's bid to become the new editorial team for the international peer-reviewed journal: *Development in Practice*. We had an absolute cracking team, led by Professor Jonathan Makuwira. Our EOI impressed enough to secure an interview, but ultimately they went with another team. It nonetheless was a great experience, and helped us clarify the values and vision we have for any publication we may pursue. What this looks like will no doubt be a part of the five year strategy, and if you have ideas, please raise them at the AGM.

DSAA and Social Media

In order to expand its impact, the DSAA has been working to expand its social media presence. Over 2019-2020 DSAA developed a Social Media Guidelines to provide guidance for use of the DSAA social media platforms. These guidelines apply to all members of the DSAA Executive Committee and any employees of the DSAA. The DSAA has also established a small image bank for usage in DSAA communications.

In addition, DSAA's website, blog and newsletter communications are now accompanied by a social media presence on Twitter (@DSA_australia) and LinkedIn. DSAA has appointed a social media officer to carry out this work. For enquiries relating to social media content contact Kearrin Sims at: kearrin.sims@jcu.edu.au

DSAA Committee Health check

As a young organization, the DSAA has benefitted from the energy and enthusiasm of our Committee members, and to our credit, we have an impressive list of activities and achievements in this first year. However, our relative newness has also meant that we have had a steep learning curve collectively figuring out our processes and protocols. So, in the spirit of critical reflexivity, we undertook a Health Check in June 2020, to review our internal processes and relationships, and to understand how we have fared over the past year and consider how we want to consolidate and move forward. The key outcomes of this Health Check were the following:

Representation on the Committee

- We resolved to adhere to our Committee Election Diversity policy as far as possible in future elections
- We resolved to purposefully reach out to universities that may be under-represented in the Committee, and constitute a wider consultative group of colleagues in all Universities with Development Studies for major decisions.

Conduct of meetings

- We identified strategies for ensuring committee member voices were reflected in decision-making processes, and for the declaration of conflicts of interest
- We refined portfolios/roles for committee members
- We elaborated procedures and protocols for Working Groups

DSAA Vision and Strategic Planning

- We resolved to develop a longer-term vision and strategic plan to help us prioritise and assess the initiatives and activities we should focus on. Towards this end, we planned a series of Consultations with DSAA members in September 2020. The newly elected DSAA committee will take charge of developing this Strategic Plan.
- We agreed that regular annual Health Checks were a productive exercise.

Processes for DSAA authored/affiliated documents and working groups

The DSAA committee has gone through a learning curve when it comes to establishing and managing working groups, and in developing a process for DSAA authored/affiliated documents. We have since established processes for working groups based on principles of respect for people's labour, flexibility of leadership, minimum requirements for consultation, and the importance of creating mentoring opportunities. Different processes have also been established for DSAA authored resources, DSAA submissions, and DSAA statements, with different degrees of oversight, consultation, and minimum numbers of authors. Not the sexiest work that the DSAA has done this year, but nonetheless important.

Towards 2025: Consultations to develop DSAA's Five-year Strategy

In September 2020 the DSAA organized consultations to seek input on a Five-year strategy for the DSAA, in alignment with our aims and objectives as well as the ambitions, needs and desires of our membership. Across five consultations, we had 44 participants (29 academics and 14 students) from 18 universities. This summary outlines the key challenges and opportunities identified by participants, and suggestions for initiatives in teaching, research and engagement.

A key challenge is the 'identity problem' of Development Studies in Australia. There is little public knowledge about the field of Development Studies; and University engagements with 'global development' can occasionally betray ignorance about the field, thus risking putting off some prospective students, while setting up false expectations for others. People employed in the development sector often do not identify with Development Studies as a field of study. There is lack of recognition of the centrality of critical analysis and theory to Development Studies as a distinct field of study, and a continued perception of it as a 'practical' or 'policy oriented' field of study in the aid of 'development'. The DSAA would have an important role to play in defining the field and educating the public, policy makers, academics, and students about research, scholarship and teaching in Development Studies.

COVID-19 related disruptions and the consequent damaging cuts to the University sector in 2020 have brought additional new challenges, as academics are facing restructures involving staff and program cuts. Development Studies in Australia is also impacted by the return to an anti-aid agenda and a shrinking aid budget. Increased resource constraints in the development sector indirectly affect jobs, and therefore domestic enrolments.

Notwithstanding these challenges, there continue to be opportunities for Development Studies to flourish. Potential areas of growth are an ethically engaged focus on 'localisation', strategically leveraging engagement with the SDGs, and strengthening collaboration with regional (Asia-Pacific) institutions. We could also

deepen our engagement with Indigenous knowledges and practices to inform how we decolonise development studies and identify new ways of 'doing development'. Initiatives suggested in teaching included wide support for DSAA to take the lead in mapping a foundational core curriculum in Development Studies, that flexibly allowed universities to develop distinctive specialisations. Another priority was the development and sharing of pedagogic resources in development studies, including reading lists, case studies, and mini-lectures. Other suggestions included DSAA advocacy for skills/qualifications accreditation of Development Studies, reaching out to students in high schools, encouraging industry partners to co-sponsor courses, supporting teaching collaborations with universities in the Global South, and providing guidelines for ethical and non-exploitative work integrated learning, study abroad and student volunteer programs.

Research related initiatives included strong support for the establishment of thematic study groups, which could be linked to the creation of a database of researchers (in Australia and the region) by areas of expertise. Participants appreciated the biannual conference as an important opportunity to share research, but sought better alignment with existing conferences. Other suggestions included dissemination of research through podcasts, working papers, research to practice papers, research insight summaries, and open source publications.

An important engagement priority was for DSAA to build a community of solidarity and care, creating spaces for collaboration and mentoring of students and early career academics. Other suggested initiatives included: engaging with donors on the importance of local knowledge and developing a position statement on localisation; greater engagement with DFAT on funding priorities, and more effective use of social media. There was also support for semi-regular, focused consultations with university representatives.

**Candidates for Office Bearers in the DSAA Executive Committee
2020 to 2022**

Voting is currently open to elect new office bearers for the Development Studies Association of Australia (DSAA) Committee. Voting will close on Wednesday 11 November, and the results announced at the DSAA Annual General Meeting, 13 November 2020.

In 2020, the following positions will be open:

- (a) President
- (b) Secretary
- (c) Industry representative
- (d) 2x Ordinary members

Please find below information about each candidate to assist you in your voting. Please note that all voting will be by electronic proxy (survey monkey). A separate email with a link will be emailed to you. If you do not receive a link, or have any other queries, please email Tanya Jakimow: tanya.jakimow@anu.edu.au.

In constituting the Committee, the Development Studies Association of Australia may take into consideration the following policy in electing Committee members:

- a. Ensure gender equity and diversity, with no more than 60% of a particular gender
- b. Ensure that membership of the board is decentralised, and that a minimum of four universities are represented on the board
- c. Ensure at least 3 Australian states and territories and a diversity of academic disciplines represented on the board
- d. Aim to ensure that one half of the Committee members continue for a second term
- e. Aim to ensure that there is no more than one Committee member from each university or institution
- f. Aim to ensure Indigenous representation

Candidates for President (1 to be selected)	
Tahmina Rashid	<p>Associate Professor Tahmina Rashid is Discipline lead of Global Studies at the University of Canberra. She was formerly Program Director of International Development at RMIT, and in both roles, has steered the teaching of International Development. Following a PhD at the University of Melbourne, Tahmina held a Ford Fellowship to conduct research on urban slums in Bangladesh. She has worked as an International Gender consultant for UNWomen, developed a National Action Plan for the Protection of women in Conflicts, and been a consultant for UNESCO. She has previously worked in Punjab University, Lahore Pakistan, and Qatar University, Doha.</p> <p>We nominate Tahmina Rashid for President on the basis of her excellent standing within the Development Studies community. Her leadership style is grounded in values central to DSAA: respect, solidarity, care. She has taken a lead role in nurturing the next generation of researchers and proactively supports students. Experience teaching across universities, theoretically informed research grounded on fieldwork, and collaborations with development organisations, make Tahmina ideally suited to lead an association that supports members in each these endeavours. Tahmina has extensive experience liaising with various stakeholders, developing professional ties and managing expectations: invaluable as DSAA grows and strengthens relations with key groups.</p>
Heloise Weber	<p>Dr Heloise Weber is a Senior Lecturer in the School of Political Science and International Studies at the University of Queensland. As a critical scholar of the political economy of development, Heloise's research is informed by an interest in colonialism and its legacies, and post-colonial and decolonial thought and politics. Her work addresses how knowledge-production and representation shape and justify framings of 'development' at a macro-political level, and what this means for people. She has published widely, in top-quality journals and has established an international reputation as a Development Studies scholar.</p> <p>I nominate Heloise for the position of President (and if unsuccessful, for the position of Ordinary member) on the Executive Committee of the Development Studies Association of Australia. In the lead up to the establishment of the DSAA, I experienced first-hand Heloise's excellent leadership qualities, her intellect, collegiality, and commitment to the core values of the DSAA. Heloise selflessly volunteered to serve as the returning officer for the first elections of the DSAA in 2019, which meant that she could not stand for elections that year. I strongly endorse her candidature for the 2020 elections, as I believe the DSAA will be enriched and enlivened by her leadership.</p>

Candidates for Secretary (1 candidate to be endorsed)	
Anthony Ware	<p>Anthony Ware is an Associate Professor of International & Community Development at Deakin University. He is a founding member of the DSAA, helped form the association, and has been Secretary for the past year. Anthony convened the inaugural DSAA conference in February 2020. He is also Convenor of Deakin's Development-Humanitarian Research Group, comprising 35 academics and research students, and former director of the Australia Myanmar Institute (which he also helped found). Anthony has experience on the executive committees/boards of a number of NGOs and community organisations, including being current President of Casey Philharmonic Orchestra. His research focus is on international humanitarian-development action in conflict-affected situations, and the political economies of conflict and humanitarian-development responses, especially in Myanmar's Rohingya conflict. He is particularly interested in conflict-sensitivity or 'do no harm' programme design and implementation, and the notion of strengthening 'everyday peace' formation to support peacebuilding within bottom-up, community-led responses, especially by NGOs. He has published almost three dozen academic papers/chapters, and four book, including most recently, Myanmar's 'Rohingya' Conflict (Oxford University Press/Hurst, 2018, with Costas Laoutides).</p>

Candidates for Industry Representative (1 candidate to be endorsed)	
Philippa Smales	<p>Philippa took an active role in the founding of the DSAA and has served one year on the DSAA having already contributed to a number of its formative initiatives. Philippa is well placed to be the industry representative on the DSAA committee as she is the Network and Partnerships Manager of the RDI Network. Philippa's diverse experience in international development spans academia and civil society with a strong background in labour rights of minority groups, gender and ethics. Philippa has high level experience managing programmes and campaigns, project planning, and strategic and financial planning. She has worked across different international development contexts throughout the Pacific and Asia and engaged closely with stakeholders from the grassroots through to diplomatic levels. Her expertise and networks across academia, government and civil society is of great value to the DSAA.</p>

Candidates for General Committee: Members can select up to 3 preferred candidates. The two available positions will go to the top two candidates with the most votes	
Ana Estefanía Carballo	<p>Dr. Ana Estefanía Carballo is a Research Fellow, School of Geography, University of Melbourne. Her research interests focus on the interplay between indigenous epistemologies, human and environmental development ethics in Latin America. Her current project analyses the imaginaries of energy transition in the lithium mining industry in South America and the way they connect these communities in the Global South to those in the Global North in the efforts to achieve a zero-carbon future. Ana is a founding editor of <i>Alternautas</i>, an open access academic blog that features critical development thinking emerging from Latin America. She has also worked in and collaborated with civil society organisations in Argentina and Europe. Along with these experiences, Ana brings to the DSAA a desire to strengthen connections between those working in development, both academics and practitioners, in Latin America and beyond. As an ECR she is also eager to connect with and support other ECRs through the DSAA. She has worked in and helped establish numerous academic and policy networks and she is excited to continue working and collaborating with the DSAA as it grows.</p>
Paul Hodge	<p>I am a non-Indigenous person born on Kamilaroi Country, Tamworth, and spent most of my early life on Worimi Country, Nelson Bay, just north of Mulubinba, Newcastle, the land of the Awabakal Nation. I currently live and work on Awabakal and Worimi Countries. I am Lecturer in Geography & Environmental Studies at The University of Newcastle (UON) and co-ordinate the 3rd year undergraduate course, <i>Rethinking Development</i>, the capstone course for the Bachelor of Development studies at UON.</p> <p>My Australian-based research centres people and place in ways that foreground more-than-human relationality. The Indigenous-led intercultural collaborations I am part of seeking to nourish and support intergenerational and multi-temporal ways of being, knowing and doing in highly colonised semi-urban contexts. I also undertake research in the area of asylum seeking and humanitarian settlement where I work alongside geography colleagues and community members from the Great Lakes Agency for Peace and Development International.</p> <p>My international-based research is guided by Professor Madhushree Sekher from the Tata Institute of Social Sciences, Mumbai, India. This collaboration involves working with people from Gothangaon village, especially women and girls, in the Indian state of Maharashtra adopting strengths-based approaches such as participatory mapping and Photovoice. UON profile link: https://www.newcastle.edu.au/profile/paul-hodge</p>
Charles Mphande	<p>I have experience of development practice, needs, challenges and dynamics in Africa, given my African background and long experience in education, in general, and in development education in particular. Further, I work with the African Union on matters of diaspora contribution to development in Africa. As DSAA seeks to carve a space it deserves in scholarship and in practice, I would contribute to DSAA's search for development curricular frameworks that are internationalised, African, or African-interest development perspectives. Further, I have taught and researched development in the Australian context and supervised numerous master and doctoral student projects from the Asia-Pacific region in the last fifteen years during which time I have also interacted with the third sector. This experience would be useful for DSAA in shaping up development education from student as well as region's perspectives. Lastly, my contacts with a good number of students in government and third sector in the region, and those in the third sector in Australia will be useful for DSAA as we work towards bringing together professionals in the field and academia.</p>

<p>Gavin Melles</p>	<p>I currently teach and research as Associate Professor of Sustainability and Social Innovation at Swinburne University. While we have a very limited engagement with development studies, I have five current PhD candidates from working on a range of topics aligned with Sustainable Development in Bangladesh (Informal Markets in Dhaka), Iran (Urban Renewal in Masshad), Vietnam (Education), Chile (Bushfire resilience), and Sri Lanka (Cascading Tank Systems and Rural Development), and previously AutoCRC Malaysia. I myself have a PhD (Education) from Deakin University, MSc with Distinction in Sustainable Development (SOAS), and Masters of Linguistic Anthropology (University of Costa Rica), in addition to Bachelor of Arts and Dip Ed. (Auckland University). I travel regularly to India (particularly IITM) as researcher and teacher in the above areas and belong to Centre of Social Initiative and Management (CSIM) where I am a social auditor for the 3rd sector and International Board Member. I have held fellowships in sustainability related areas at Edinburgh University, RWTH Aachen and elsewhere. I am ARC assessor and CRC LCL CI as well as CRC Bushfire and Natural Hazards. I am currently editing / writing with colleagues in NZ, Australia, India, Sri Lanka and Bangladesh another Springer book entitled Designing Social Innovation for Sustainable Livelihoods in the Asia Pacific region</p>
<p>Tahmina Rashid</p>	<p>Associate Professor Tahmina Rashid is Discipline lead of Global Studies at the University of Canberra. She was formerly Program Director of International Development at RMIT, and in both roles, has steered the teaching of International Development. Following a PhD at the University of Melbourne, Tahmina held a Ford Fellowship to conduct research on urban slums in Bangladesh. She has worked as an International Gender consultant for UNWomen, developed a National Action Plan for the Protection of women in Conflicts, and been a consultant for UNESCO. She has previously worked in Punjab University, Lahore Pakistan, and Qatar University, Doha.</p> <p>We nominate Tahmina Rashid on the basis of her excellent standing within the Development Studies community. Her leadership style is grounded in values central to DSAA: respect, solidarity, care. She has taken a lead role in nurturing the next generation of researchers and proactively supports students. Experience teaching across universities, theoretically informed research grounded on fieldwork, and collaborations with development organisations, make Tahmina ideally suited to lead an association that supports members in each these endeavours. Tahmina has extensive experience liaising with various stakeholders, developing professional ties and managing expectations: invaluable as DSAA grows and strengthens relations with key groups.</p>
<p>Vicki Ware</p>	<p>I am excited to nominate as an ordinary member for the DSAA executive committee, and to work for you in building a stronger presence for this important discipline in Australia. As an active member of the founding team, I contributed to development of our rules of association, planning of website content and designing the inaugural 2019 election proxy nomination form. Since election to the committee in 2019, I have co-chaired the Association working group preparing the Statement toward Respectful Relationships with Aboriginal and Torres Strait Islander Peoples and Country, and coordinated the development of the DSAA Anti-Racist and Equity Statement. I have also contributed to recent Strategic Plan consultations and assisted with the organisation of the inaugural DSAA conference in Feb 2020.</p> <p>I enjoy working quietly in the background to ensure smooth operation to meet the needs of association members. I am passionate about social justice, building more egalitarian communities, and promoting recognition of Australian contributions to development studies and practice. I have worked in community development in both domestic Australian and international settings since the mid-1990s. I have also worked across all three levels of government, bringing strong governance/policy skills, and experience establishing and running professional networks. Most recently, I worked with colleagues to establish the Arts/Sports CD Network, which I now convene. When not involved in professional pursuits, I am an active pro-amateur musician in Melbourne. I love walking my two collies, gardening and spending time with family and friends.</p>

<p>Heloise Weber</p>	<p>Dr Heloise Weber is a Senior Lecturer in the School of Political Science and International Studies at the University of Queensland. As a critical scholar of the political economy of development, Heloise’s research is informed by an interest in colonialism and its legacies, and post-colonial and decolonial thought and politics. Her work addresses how knowledge-production and representation shape and justify framings of 'development' at a macro-political level, and what this means for people. She has published widely, in top-quality journals and has established an international reputation as a Development Studies scholar.</p> <p>I nominate Heloise for the position of President (and if unsuccessful, for the position of Ordinary member) on the Executive Committee of the Development Studies Association of Australia. In the lead up to the establishment of the DSAA, I experienced first-hand Heloise’s excellent leadership qualities, her intellect, collegiality, and commitment to the core values of the DSAA. Heloise selflessly volunteered to serve as the returning officer for the first elections of the DSAA in 2019, which meant that she could not stand for elections that year. I strongly endorse her candidature for the 2020 elections, as I believe the DSAA will be enriched and enlivened by her leadership. For more information on Heloise’s profile, please see: http://researchers.uq.edu.au/researcher/1554</p>
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DSAA Anti-Racist and Equity Statement

The Development Studies Association of Australia (DSAA) is outraged by the injustice and human rights violations, highlighted by #BlackLivesMatter, of Aboriginal deaths in custody and Aboriginal and Torres Strait Islander incarceration. We offer this statement of solidarity with those calling for justice, transformational change of broken systems, and respectful relationships with Aboriginal and Torres Strait Islander Peoples. But we know solidarity is not enough. The current moment has prompted us to reflect on DSAA's responsibility to fight against racism, and we outline our statement of intent to do so, and to guide the development of a plan of action.

The need for change

We stand in solidarity and sadness for the tragic death of George Floyd who was killed by police in the USA on the 25 of May 2020, and those calling for justice and transformational change of systemic discrimination. We extend our empathy and respect to the families of Aboriginal and Torres Strait Islander Peoples who have also died in Australia's legal and prison system. We share the outrage of systemic discrimination. We acknowledge the re-traumatisation of Aboriginal and Torres Strait Islander families and communities of those who lives have been taken and broken by lack of access to justice and systemic discrimination.

There are similarities between how Aboriginal and Torres Strait Islander Peoples in Australia, and African American, Black American and Native American Peoples in the United States of America, are treated by the justice system and law enforcement. In Australia, incidents of Aboriginal and Torres Strait Islander Peoples deaths by the hand of the State continue. Aboriginal and Torres Strait Islander People are 16.5 times more likely to be die in incarceration than other Australians. Indeed, 432 have died in police custody since the 1991 Royal Commission into Aboriginal Deaths in Custody. The Commission gave over 300 recommendations, yet very few have been effectively implemented. Since the Commission, Aboriginal and Torres Strait Islander People deaths in custody have continued to rise. In the thirty years since the Commission, there have been zero convictions as a result of these deaths. The major causes of the rising rates of Aboriginal and Torres Strait Islander Peoples deaths in prison are reported as government failures to follow their own procedures and provide appropriate medical care to Aboriginal and Torres Strait Islander People in custody.

Aboriginal and Torres Strait Islander Peoples and human rights advocates have long called for justice and changes to address systemic racism, police brutality, and a failed justice system in Australia. For many Australians the #BlackLivesMatter uprising in

the United States and worldwide, has called for reflection, truth acknowledgements and deeper thinking about the processes of reconciliation, as the truth of Australia's own injustice and racism is exposed. These stories of our own nation must be told, acknowledged and reconciled. All Australians have a role to play in fighting injustice. Non-Aboriginal and Torres Strait Islander Peoples must work alongside Aboriginal and Torres Strait Islander Peoples to make governments accountable for their actions, and upholding human rights, including racial discrimination.

What we will do

As an association of Development Studies in Australia, we acknowledge and accept that we all bear responsibility for the conditions that sustain white privilege and that diminish the life chances, and lives, of Aboriginal and Torres Strait Islander Peoples, and other racially marginalised people. We are not separate from racism, even as we may be critical of it. Many of us are beneficiaries of racism, and/or sustain racism through inattentiveness, careless action and inaction. We therefore offer not only a statement of solidarity, but a statement of intent, which recognises our co-ownership and co-responsibility to dismantle racism in Australia, and beyond. Development Studies offers us tools for thought and action, and we take responsibility for promoting these tools and using them to change our own practices, and those of others.

- **Recognising and dismantling white privilege:** Privilege is often invisible to those who enjoy it, and takes sustained effort to recognise, acknowledge, and dismantle. We commit to listening to people who do not hold that privilege, but accept that the responsibility to identify white privilege lies with the holders of that privilege. Reflexive practice—the bedrock of development—is crucial. Dismantling white privilege entails *disempowerment* of people with racialized forms of power, and we pledge to work towards this aim. We acknowledge intersecting forms of privilege—gendered, class, sexuality, (dis)ability—and the need to address these together.
- **Addressing paternalism and flattening the hierarchies of knowledge production:** Development as a field of expertise is prone to paternalism, of thinking we know better than others. Critiquing paternalistic development practice in our scholarship does not make us immune to paternalism in research, nor from benefiting from the hierarchies of knowledge production that map onto racial inequities. We commit to sustained effort in dismantling these knowledge hierarchies, to promoting less prominent voices and ideas, to mutual learning and equal research partnerships, and to affirmative citational practices.

- **Being allies in tackling institutional racism and structural conditions:** We have a role in supporting the efforts of our fellow Australians in addressing racism and transforming the structural conditions that create racial inequalities. We will be guided by Aboriginal and Torres Strait Islander led initiatives and organisations as to how we can support their efforts, offering our labour, participation, and thinking. We recognise our role as academics and professionals in contributing to public education and debate as to the origins and mechanisms that sustain racism, but also acknowledge that many of us have limited lived experience of its negative effects. We defer to those who have. We are allies, not leaders, in this fight.
- **Educating (the next generation of) development practitioners:** We do not shy away from acknowledging racism within the development sector, and our complicity in its persistence. We commit to sustained action to address it, through: curriculum reform to include discussions around whiteness, racism, power and privilege in development; facilitating open discussions and mutual learning among colleagues; calling out statements and actions that perpetuate racism, including among senior colleagues. We recognise that challenges to the status quo can be emotionally and structurally difficult for colleagues who are disadvantaged within institutions, and therefore the responsibility of people from a position of privilege to fight these battles.
- **Reflect on and continually confront racism within the DSAA:** We recognise that good intentions and a critical perspective do not provide a failsafe in ensuring that racism does not exist, or is not perpetuated in DSAA. We commit to regular practices of reflection and introspection that reveal the practices, norms, institutional structures and so on that sustain racism in all its forms within our association. We take responsibility for educating ourselves about racism, the mechanisms of its perpetuation and the possibilities for its dismantlement, and to apply that learning to the DSAA and all its activities.

This statement of intent is a working document. It is not a list of things to be ticked off, but rather an ongoing commitment and struggle to dismantling racism in Australia, in the Development Sector, in our institutions, and within the Association itself. It provides the basis for the development of an action plan against racism to be formulated and worked upon as part of DSAA's five year plan. We invite comments and partners in this struggle.

As part of our ongoing commitment, DSAA will soon be releasing a Statement on Respectful Relationships with Aboriginal and Torres Strait Islander Peoples and Lands, and we will develop a Reconciliation Action Plan as an outcome of that Statement and to ensure our statements lead to concrete actions.

Feedback: DSAA Statement toward Respectful Relationships with Aboriginal and Torres Strait Islander Peoples and Country

The DSAA is seeking final feedback from members on the DSAA Statement toward Respectful Relationships with Aboriginal and Torres Strait Islander Peoples and Country.

The Statement has undergone consultation with members and the Executive Committee. It was drafted by Working Group members Lauren Tynan, Vicki Ware, Michelle Dunscombe and Catherine Chalk.

The Statement will inform the DSAA five-year strategic plan and be the foundation for a Reconciliation Action Plan (RAP) to be undertaken by the DSAA in 2021.

We look forward to any contributions and feedback you have on the statement, which can be emailed to Lauren Tynan at lauren.tynan@hdr.mq.edu.au by 27 November 2020.

Statement toward respectful relationships with Aboriginal and Torres Strait Islander Peoples and Country



DSAA
Development Studies Association of Australia

This statement is a commitment to truth-telling, reconciliation and respectful relationships

Peoples

Aboriginal and Torres Strait Islander Peoples are the First Peoples of what is now known as Australia. We commit to listening *deeply* to those who hold knowledge and memory of this place, including recent memory of ill treatment



relationships

Country

Country encompasses lands, seas, air and all our more-than-human kin. We commit to strengthening relationships and care of Country, especially the Country where we live and work

Truth telling

Today in Australia, colonisation is unfinished business. We all work, live and depend on Aboriginal and Torres Strait Islander¹ lands, also understood as Country or Mother. Colonial practices in Australia included the removal and dispossession of Indigenous Peoples from their ancestral homelands, from Country. This loss of land has caused, and continues to cause, grief in many communities, contributing to intergenerational trauma.

Research has been used – and often still is – to justify colonial practices and portray Euro-Western researchers as experts on Indigenous Peoples – limiting the self-determination and active participation of Indigenous Peoples in development processes. Education systems have often silenced Indigenous Peoples' experience of our shared colonial history and dismissed long-standing cultural knowledges and perspectives.

These practices have fuelled a development sector, and a field of development studies research, that often profits from the structural disadvantage of Indigenous Peoples. This statement is significant in helping move the Development Studies community of Australia toward more relational and respectful practices.

Our commitment

We recognise that we cannot undo what has been done, but we commit to changing the way we teach, research and practice development into the future. We will promote truth-telling about our shared histories, facilitate greater sharing and understanding of Indigenous knowledges, and ensure equal and equitable partnerships in research and practice that impacts on Aboriginal and Torres Strait Islander communities – 'nothing about us without us'

We will hold strong to the self-determining aspirations of Aboriginal and Torres Strait Islander communities and keep pressure on governments and organisations to uphold local and national frameworks developed by Indigenous communities, alongside international human rights commitments.

We commit to respectful relationships with Aboriginal and Torres Strait Islander Peoples and Country.

¹ The terms 'Aboriginal and Torres Strait Islander' and 'Indigenous' are often used interchangeably
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Strengthening relationships

In Australia, we all live on Aboriginal or Torres Strait Islander lands. We seek to understand what it means to live on Country and how we can build trusting and honest relationships with local custodians who have cared for Country for thousands of generations. We commit to being humble in our relationships with Indigenous Peoples, Country and knowledges. We understand slow relationships are a starting point to strengthen trust and understanding between Peoples, Country, our shared histories and the role of Indigenous Peoples in directing development in Australia.

Teaching

We commit to fostering critical thinking among our students with the aim of generating greater engagement and respectful dialogue between Indigenous Peoples and non-Indigenous Australians and non-Australians. We seek to provide culturally safe learning environments that include local Indigenous Peoples and knowledges to decolonise development studies as a discipline. We aim to hear and build Indigenous voices and knowledges, for us and the next generations of development researchers and practitioners.

Research

As development studies researchers, we commit to working with and being guided by Aboriginal and Torres Strait Islander communities from the beginning of research processes relating to their Peoples and Country. We will be partners in research. We will understand, respect and acknowledge Indigenous Cultural and Intellectual Property (ICIP) that is shared with us. Indigenous knowledge holders will direct how ICIP is shared or used, especially use that results in profit. We will work towards greater awareness; being prepared to identify and be confronted by our positionalities and biases when conducting research with Indigenous communities. We may not always be the experts. We will honour and respect cultural knowledge and practices.

Development practice

We commit to collective action when working with local communities in forming policies and funding guidelines, and designing development programmes, to ensure we take account of local contexts, aspirations and decision-making processes. We will obtain appropriate permissions and work with community in strengths-based co-design processes before engaging in programmes with Indigenous communities. We commit to advocating to governments and other donors to work with communities and listen deeply to community members before designing policies and programmes that impact them. We will work with communities in ways that enable empowerment, build on their own existing knowledges and build capacity to utilise both this and other knowledges for the benefit of Indigenous communities.

Towards 2025:

A report on consultations to develop DSAA's 5-year Strategy

Executive Summary

This report synthesises findings from consultations organised in September 2020 by the DSAA with members, academics and students from Development Studies programs in Australia. Across five consultations, we had 44 participants (29 academics and 14 students) from 18 universities. The purpose of the consultations was to seek input on a Five-year strategy for the DSAA, in alignment with our aims and objectives as well as the ambitions, needs and desires of our membership. The report outlines the key challenges and opportunities identified by participants, and suggestions for initiatives in teaching, research and engagement.

A key challenge is the 'identity problem' of Development Studies in Australia. There is little public knowledge about the field of Development Studies; and University engagements with 'global development' can occasionally betray ignorance about the field, thus risking putting off some prospective students, while setting up false expectations for others. People employed in the development sector often do not identify with Development Studies as a field of study. There is lack of recognition of the centrality of critical analysis and theory to Development Studies as a distinct field of study, and a continued perception of it as a 'practical' or 'policy oriented' field of study in the aid of 'development'. The DSAA would have an important role to play in defining the field and educating the public, policy makers, academics, and students about research, scholarship and teaching in Development Studies.

COVID-19 related disruptions and the consequent damaging cuts to the University sector in 2020 have brought additional new challenges, as academics are facing restructures involving staff and program cuts. Development Studies in Australia is also impacted by the return to an anti-aid agenda and a shrinking aid budget. Increased resource constraints in the development sector indirectly affect jobs, and therefore domestic enrolments.

Notwithstanding these challenges, there continue to be opportunities for Development Studies to flourish. Potential areas of growth are an ethically engaged focus on 'localisation', strategically leveraging engagement with the SDGs, and strengthening collaboration with regional (Asia-Pacific) institutions. We could also deepen our engagement with Indigenous knowledges and practices to inform how we decolonise development studies and identify new ways of 'doing development'.

Initiatives suggested in teaching included wide support for DSAA to take the lead in mapping a foundational core curriculum in Development Studies, that flexibly allowed universities to develop distinctive specialisations. Another priority was the development and sharing of pedagogic resources in development studies, including reading lists, case studies, and mini-lectures. Other suggestions included DSAA advocacy for skills/qualifications accreditation of Development Studies, reaching out to students in high schools, encouraging industry partners to co-sponsor courses, supporting teaching collaborations with universities in the Global South, and providing guidelines for ethical and non-exploitative work integrated learning, study abroad and student volunteer programs.

Research related initiatives included strong support for the establishment of thematic study groups, which could be linked to the creation of a database of researchers (in Australia and the region) by areas of expertise. Participants appreciated the biannual conference as an important opportunity to share research, but sought better alignment with existing conferences. Other suggestions included dissemination of research through podcasts, working papers, research to practice papers, research insight summaries, and open source publications.

An important engagement priority was for DSAA to build a community of solidarity and care, creating spaces for collaboration and mentoring of students and early career academics. Other suggested initiatives included: engaging with donors on the importance of local knowledge and developing a position statement on localisation; greater engagement with DFAT on funding priorities, and more effective use of social media. There was also support for semi-regular, focussed consultations with university representatives.

I. Preamble

The Development Studies Association of Australia was formally incorporated in March 2019. We held our first AGM and constituted our first committee in June 2019. In our first phase of operation, the DSAA has aimed to consolidate the association, grow our membership, and undertake several initiatives. Most of our work has been responsive (to both opportunities and challenges), pursuing work that is aligned with our core values and aims, but not necessarily strategic, that is, in support of medium to long-term strategic goals. Further, who the DSAA is, our identity, and what we mean to our members, is still in a nascent stage of evolution.

As we near our second AGM in November 2020, we are working towards developing a five-year strategy that will chart our future direction, aligned with our aims and objectives as well as the ambitions, needs and desires of our membership. To this end, over one week in September/October 2020, we held a series of consultations with members, academics and students from Development Studies programs across Australia. We had 44 participants over 5 sessions (1 for students), including 29 academics and 14 students, from 18 universities. Thank you to all the participants for graciously giving their time.

The conversations were free flowing, but aimed to address the following themes:

- a. How Development Studies is faring in the current context
- b. The challenges facing Development Studies in Australia
- c. Ways to grow Development Studies as a field of research and teaching
- d. DSAA strategic priorities
- e. Ongoing consultation

In this report, we provide a synthesis of the main findings against each of these themes, while also sharing some of the insights and ideas that came from participants. We start with the key challenges and opportunities identified by participants, before moving on to a discussion of suggestions for initiatives and priorities in the three areas of teaching, research and engagement. The findings from these consultations will be used by the next DSAA Committee in the development of the DSAA Strategic Plan, but we also hope that members may be inspired to take on some of the initiatives noted below.

Importantly, this report is oriented towards capturing most themes discussed, as a starting point for further investigation, conversations and decision making. There is no intent, or ability, to communicate a ‘consensus’ as to what the main challenges are, how they are best addressed, and what DSAA should do in the future. Further, the experiences of academics and students vary greatly across Australia, with numbers of students rising in some universities, at the same time they are at critical levels in another. The report should therefore be seen as an outcome of only the first step in consultation around the DSAA’s five-year strategic plan.

II. Challenges and opportunities

2020 has seen many challenges and upheavals both nationally and globally - in the bushfires, the COVID-19 pandemic, and anti-racism protests. COVID-19 had a detrimental impact to the higher education sector in Australia due to the disruptions in teaching and research, as well as drastic and damaging cuts to university funding as result of government policies. We outline below the key challenges and opportunities facing Development Studies in Australia, as identified by participants in the consultations.

Development Studies in Australia has an identity problem

Academics and students alike recounted the challenges of explaining what Development Studies is in Australia. Unlike in other countries, such as the UK, there is little public knowledge as to what the field of study is. Development Studies also has very little resonance in the home countries of international students, where

similar fields of study might be classified differently, for instance as social work, social policy or community development. Students love our programs and courses, but can take years to find us. There is little awareness of what studying development entails among High School students; people currently working in relevant Development Studies areas, especially in the public sector, often do not identify with the field of study, and therefore do not seek educational opportunities in DS Masters programs to advance their careers. University leadership often uses 'global development' and the Sustainable Development Goals (SDGs) for its own purposes, but without support for 'Development Studies' as a field of study. Worse, University engagements with 'development' can occasionally betray ignorance about the fundamentals of the field. Some marketing departments do not understand the field of international development (for example, clumping it with anthropology or political science), thus risking putting off some prospective students, while setting up false expectations for others.

Some participants pointed out that misperceptions of Development Studies also creates problems for the credibility of the field. The sense that it is a 'practical' field of study in the aid of 'development', or as policy oriented, persists. There is little recognition or awareness as to the centrality of critical analysis and theory to the field. This perception that Development Studies lacks theoretical rigor is not always inaccurate. There is an abundance of studies that focus on how to make development practice and programs better, rather than the critical explorations of 'development' as a set of processes and relations. Seen as a practice-based field, Development Studies is often treated as a way to generate revenue for cognate disciplines, with the disciplinary experts—anthropology, human geography, political science—tasked with the real intellectual work of scholarship. Academics sometimes refuse to identify as 'development studies' scholars, and when they choose to, might feel that they are looked down upon by their peers in cognate disciplines. Equally, though, those who view themselves as 'applied' or practice-based academics may sometimes find it difficult to compartmentalise themselves into 'Development Studies', as they identify more closely with social change or social justice.

Mixed views were also expressed about the opportunities and challenges presented by the fact that Development Studies is a broad church. As Development Studies is a multi-disciplinary field rather than a discipline, academics who do or might identify as 'Development Studies' scholars are often located in different parts of the university, creating myriad possibilities for collaborations, but also presenting challenges of organisation and the building of a critical mass of scholars. The different orientations to the study of development—critical/study of, impact-focused, policy-focused—are for the most part different communities of practice, creating silos rather than synergies, as evident in the different orientations of conferences organised by the DSAA, Research for Development Impact (RDI) and the Development Policy Centre at ANU (which organises the Australasian Aid conference). Consequently, the distinction between research in support of development, as opposed to 'development studies', often goes unchallenged. Further, this distinction can be reinforced when development studies scholarship fails to demonstrate its value, and indeed, indispensability to practical needs of development agencies. Questions remain therefore, as to whether the DSAA can and should continue to try to be everything for everyone, or present a narrower, more defined idea of the field, and who it represents.

The DSAA seemingly has an important role to play in educating the public, policy makers, academics, and (potential) students about what Development Studies is, and what it means to engage in research and scholarship in this field. Perhaps the harder task is completing what we started at the very beginning of establishing the DSAA: defining the field, and establishing an identity as to who we are. That there is no agreement yet on key issues such as the balance between 'inclusivity' versus a 'clear identity' speaks to the need for open debate and discussion, as well as the importance of aligning with networks and associations such as: IAG-CDG, Critical Development Network, RDI and so on.

The Status of Development Studies within Australian Universities

Participants pointed out that Universities are often keen to highlight their credentials in relation to 'development' or the SDGs, but several trends prevent academic programs flourishing within their institutions. Numbers have risen in some universities, remained stable in others, while for others they are perilously low. While some participants expressed concerns about whether the growth of Development Studies programs is desirable, and questions around 'how big' we should become, students in particular were worried about their future prospects in academia with shrinking departments. As university after university announces redundancies, academics too are feeling precarious. At the same time, the current pandemic and the massive impacts on economies, health, societies, means that Development Studies remains highly relevant and needed; the skills and knowledges of our graduates should be in high demand. Part of the challenge lies in communicating that relevance, and what our graduates can offer to global recovery efforts.

Development Studies programs are often very small, and often co-located with other programs. Academics feel precarious when restructures are on the horizon, particularly those involving program level cuts. Exacerbating this feeling of precarity are the challenges of credibility as outlined above. Development Studies academics co-located with other programs of study feel like lesser partners, the first to go if any cuts were to be made. Further, this co-location may provide a sense of the distinctiveness about a particular Development Studies program, but can also result in losing the distinctiveness of the field of study. For instance, when jobs in such departments are offered, it can sometimes be assumed that an International Relations (or Anthropology, Geography...) scholar, has the necessary expertise, even if they have never published in relevant Development Studies journals, or been exposed to core theoretical principles and sensibilities of the field.

Partially as a consequence of these problems, the curriculum of DS is inconsistent. There is a lack of a core curriculum that is taught in all programs, which makes it harder to clearly explain the particular attributes of DS graduates. Decisions over content of courses are often money driven, based on what will recruit students, rather than determined by what is important to study to provide the fundamentals of the field. The emphasis on practical courses that make graduates 'job-ready' can lead to a lack of focus on scholarship within the field. The co-location of DS with other disciplines or fields can result in very little DS content in a curriculum dominated by the 'major discipline', resulting in major gaps in graduate knowledges and skills. Universities should not, however, be encouraged to teach the same curriculum. Universities specialise, teach to their research strengths and offer niche programs that respond and create student demand. Nonetheless, a 'bare bones' common curriculum would provide some consistency across Australia, and provide a foundation for possible certification opportunities (see below).

A few participants expressed concern that Development Studies in Australia is impacted by the return to an anti-aid agenda and a shrinking aid budget. Increased resource constraints in the development sector indirectly affect jobs, and therefore domestic demand for enrolments in Development Studies courses. It was also felt by some that the aid agenda has too strong an influence in the design of DS programs. For example, the current focus on securitization has led to heavy support for academics and teaching in this area, leaving relatively less opportunities for others. Now, COVID is dominating attention, sucking up all resources and leaving little for ongoing priorities. Most notably, localisation, has not had the take up in the aid industry as needed. DS programs have also been relatively slow to change curriculum to understand the transformations occurring in the sector. For example, most aid is channelled through the private sector, but curriculum focuses on more conventional actors. In general, it seems that DS programs are responsive to the 'development' sector, rather than having a larger influence in shaping/reforming it, or developing the curriculum to interrogate it critically.

Opportunities

Despite these challenges, there are multiple opportunities for DS in the current climate. There was a sense that despite all the challenges associated with restructures, that the current moment provided an opportunity for review and renewal. Thinking outside the box in terms of bringing together innovative programs of study, across different faculties. And there is a lot of capacity within our universities, in and beyond the faculties in which DS sits, to engage with some of these opportunities suggested below:

- The focus on 'localisation' and valuing of local knowledge is a potential area of growth. But there is a balancing act, as we still need to be critical in how we reconceptualise the discourse and practice of leadership and localisation, and ensure it is meaningfully and ethically applied, rather than just another 'buzzword'.
- The focus on 'development' and the SDGs by universities creates opportunities, by way of resources and influence. DS also allows universities to reach into the region (Asia Pacific), and potentially provides a form of soft diplomacy for Australia.
- Several participants emphasised the importance of thinking regionally, engaging with other institutions in the region and strengthening collaboration with the brilliant scholars across the region. But also, we need to critically engage with the emergence of China's different models of development, and amplify south-south interventions.
- We could deepen our engagement with Indigenous knowledges and practices to inform new ways of 'doing development, and think through the practice of what it is to decolonise development studies.
- Perhaps more critically, this focus could open up space to educate university leadership and colleagues as to how some of the principles and values of DS—such as consultation, decolonization, equity—can be *meaningfully* achieved (and when we know it is whitewash!). We can be advocates for, and teach decolonisation and localisation, in our programs and in others. The way DS is embedded in a lot of degrees allows us to educate a much wider range of students, future graduates and citizens, who challenge the status quo, not merely repeat doctrine. And the experience of those participating in the consultations suggest that students love doing this; they see the relevance of our degrees, and/or the usefulness of a critical perspective that DS courses provide alongside other programs, such as accounting. Market research shows that DS programs are not only necessary, they are also economically sustainable.

III. DSAA Initiatives and Priorities

The challenges and opportunities for DS discussed above point to a need for the DSAA to develop a strategy to deal with: the lack of a clear identity for a field that is interdisciplinary, multi-sectoral, and that is facing historically unprecedented times. A valuable suggestion in this regard was a DSAA position paper that establishes what are for us the big questions, directions, and approaches to 'development' in general, and to development studies as a field of scholarship. Such a position paper would not only clarify our own identity as an association, but could also be an innovative contribution to the field internationally.

This broader position paper could then be linked with suggestions for specific initiatives that DSAA can pursue, and priority areas to be considered when developing the five-year strategy. They are presented against the existing aims of the DSAA in three areas of teaching, research and engagement, plus an overarching aim of building a community of scholars, students and practitioners.

Teaching

The current aims of the DSAA in relation to teaching are:

- Promote and support the academic study and teaching of Development Studies in Australia
- Build cross-institutional collaboration in Development Studies teaching and learning

There are several initiatives that could support our aims in relation to teaching as already developed (above), while the priorities of members suggests some expansion and/or tweaking of these aims may be needed.

There was wide support from academics and students for DSAA to take the lead in mapping out what constitutes a core curriculum in DS. This will provide consistency around the knowledge and skills that students graduate with and instil confidence that students will have comparable outcomes. At the same time, this curriculum should reflect only the foundations, from which universities could develop their own distinct programs. Differences between DS programs, with distinct specialisations, strengthens the field, and should be nurtured. It was recognised that the process of agreeing upon a core curriculum will be fraught, getting to the heart of questions of what DS is. Consultation, respectful discussions, and intellectual leadership is required. International students asked that they too be consulted as to what they want and need from their DS programs. There were also suggestions for DSAA to play a role in evaluating the curriculum of programs, and the quality of subjects.

Such a process of debate and discussion of curriculum also provides an opportunity to critically engage with how DS should be taught *in Australia*. Participants noted the importance of starting with a recognition that we are teaching on stolen land, and the need to teach students to critically think about our relation to Country and Indigenous Peoples. There is a potential to teach and promote Indigenous languages. As a settler state, we need to engage critically with development as a colonial enterprise. And critically, challenging the binaries of 'developed' and 'developing', and the idea that development is something that 'we' do 'over there'. Australia's socio-economic conditions, its history, geopolitical and academic positioning on the periphery, but as still being relatively able to take on greater responsibility for human prosperity and well-being beyond its borders, provides a particular location from which to teach, and contribute to advancing development studies globally.

A common curriculum and agreed upon graduate outcomes will also help DS graduates to gain accreditation and other opportunities. Several students have faced challenges in being certified by the Community Workers Association, as the CWA is unfamiliar with what DS is, and how it prepares students to undertake community work. Recognition as a professional body assists international students gain recognition for visa applications. If DS was listed on the Australian Government Register of Skills / qualifications, our graduates would be able to apply for two-year post-study visas. The DSAA could potentially play a role in liaising with the government and relevant associations, and advocating for such opportunities for graduates.

At a basic level, a key task of the DSAA is to build awareness of DS as a field of study. Ideas include reaching out to:

- Students in high schools
- The Vocational Education and Training sector
- Industry partners to co-sponsor courses / negotiate positions for graduates

It is noteworthy that the student discussion was most generative of ideas to build interest in DS, underlining that they perhaps have most at stake in growing the field.

DSAA can also play a role in developing and sharing resources for pedagogy, acknowledging the role that RDI has played in this regard. For example, resources on how we teach the global dynamics of development, how we decolonize and expand our curriculum, localisation. In practical terms, resources such as reading lists, case

studies, even mini-lectures that can be shared would be of great benefit. DSAA currently has started to do this, and while in the early stages, has blogs and other useful resources on the website.

There is also a need to go beyond our members, to support the teaching of colleagues in different programs, and beyond Australia. There are examples of teaching collaborations with universities in the Global South, particularly the Pacific. Mutually beneficial partnerships can support the teaching of each institution, but we must also recognise when we need to hand over ownership of these programs. There is a role for the DSAA to educate university leadership as to how such meaningful partnerships can be built and sustained, recognising that many initiatives can be paternalistic in nature, or extractive. Finally, a simple and perhaps urgent task, is for the DSAA to provide guidelines to universities as to how work integrated learning, study abroad and student volunteer programs can be developed and conducted so that they are ethical, non-exploitative, and have positive learning outcomes.

Research

The aims of the DSAA in relation to research are:

- Generate and cultivate knowledges in the field of Development Studies through research and research training
- Achieve recognition of Development Studies as a distinct field of study and research in Australia
- Facilitate scholarly co-operation and collaboration contributing to the democratisation of knowledge about development through purposeful engagement with marginalised scholars, and perspectives
- Promote associational life among scholars and researchers in Australia across all disciplines conducting research for or about development

There were several suggestions for initiatives that DSAA can undertake to support these aims.

- There was a lot of support for the development of study groups that focus on particular themes or topics. Study groups were seen as a way of meeting like-minded academics, and for students, to fill knowledge gaps. Several participants mentioned the study groups of DSA UK as a good model.
- Presentations and seminars via Zoom. The circumstances of 2020 which has made Zoom necessary, has been a boon for regional universities in particular, and the DSAA can organise these.
- Podcasts are a form of community engagement (below), and a useful medium to communicate research and build awareness of DS
- DSAA could create a database of researchers by areas of expertise, which could serve to bring together researchers working on similar topics to form teams for grant applications, publications, or other submissions. [potentially linked to the study groups idea above]
- The biannual conference was seen as an important opportunity to come together, although how it can better be aligned with / in conversation with other conferences (RDI conference and the Australasian Aid conference) needs further discussion.
- DSAA can also run panels at other conferences, extending our reach into other cognate disciplines and also internationally.
- Build awareness of the new FOR codes, that are having slow take up in many universities.

There was discussion about a potential journal in a couple of the consultations. Some were supportive of a journal to further promote the field in Australia, and to shape how development studies is seen as a field of study (that is, define it away from the caricatures mentioned above). There were concerns however, that there are a lot of competing journals, so establishing what makes the journal distinct will be important. A journal is also a lot of work, and requires commitment. Several alternatives were raised. These included working papers, research to practice papers, research insight summaries, open source publications, and a Development Policy

Review style format. The DSAA will need to give considerable thought to the question of a DSAA owned/branded publication, given recent experience with the DSAA's bid to edit the *Development in Practice* journal, and the failed attempt to encourage students to publish working papers under the mentorship of senior academics (though this could have been about timing).

Engagement

The aims of the DSAA in relation to social impact and engagement with industry are:

- Promote dialogue and create space for debate around research and thinking for and about development, as well as provide avenues for the wide dissemination of research findings through the organisation of, for example, conferences, workshops, journals, working papers and other initiatives
- Be a hub for expertise to governments, development agencies, the private sector, media and civil society organisations regarding issues in development around the world
- Promote a voice and enhance the presence of Australian Development Studies in relevant national and international forums
- Facilitate dialogue between academia, policy and practice

In general, there was an expressed need for the DSAA to engage more proactively with industry actors, to influence these actors and the direction of development practice in Australia, rather than merely being responsive. Priorities include:

- Educating donors are about the importance of local knowledge, and developing a position statement on localisation
- Greater engagement with DFAT about how funds are dispersed, their priority areas and the consequences of their foci, and how they need to support decolonising efforts.

Academics and students also noted the importance of connections with various industry actors for opportunities in research and employment. There was also a sense that we need to be in conversation more with practitioners of development, to promote both our research and critical thinking on development

Building a community of solidarity, belonging and care

Perhaps unsurprisingly in these times of uncertainty and precarity, many of the conversations centred around how the DSAA can build a community of solidarity and care. There is a sense that we need to work against the individualising tendencies of the university, and create spaces of collaboration. Concretely, the aforementioned study groups, conference panels, and seminars, can create such spaces. As can other forms of care work, such as creating 'check in spaces' in which senior colleagues reach out to junior colleagues, and to each other, and online meetings where people are able to express their concerns, trouble shoot collectively, or simply be there for each other. Such efforts are keenly appreciated. International students spoke of how important the messages of support from supervisors and lecturers during lockdowns were, helping them get through stressful periods, providing a sense of belonging and even pride. The DSAA, and members, should 'walk the talk', that is, put into practice what they teach, as many academics evidently already do.

One of the most wonderful outcomes of the DSAA consultations was the organisation of one such check-in group. Following the student consultation, one student participant messaged all the participants and invited them to share in a talking group session (followed by food and drink). She seeks to support wellbeing during study and with development employment opportunities post study. It would be great if the DSAA could support such initiatives, and to be proactive in making them happen.

Support is particularly needed for ECRs and Research Students as the disruption caused by COVID-19 comes at a critical juncture in their careers. In addition to creating a space where they can articulate what they need and how they can be supported, other initiatives suggested were:

- Assisting them to publish through co-authorship or mentorship
- Being their allies, recognising that it is difficult for ECRs in particular to challenge authorities from a junior position
- Providing opportunities for students and ECRs to demonstrate skills that will help them in the workplace, such as leadership, project management etc..
- Webinars on how to produce scholarship that does not rely on fieldwork, particularly important for PhD students
- Include ECRs on research grants
- Link Honours projects to larger research projects, for resources and to encourage them to go into PhDs
- Provide information and networking opportunities for jobs beyond academia

Solidarity is also sought with our colleagues beyond Australia. There is strong support to build alliances with other international associations across the region. This requires some groundwork, including mapping who is out there in terms of associations and researchers, especially those not working in English. There was also an acknowledgement that we need to tread carefully, recognising that we are operating in conditions of (post) coloniality, and be cognizant of our own positioning within structures of power. A database or register of researchers working in Australia and the region could help to decentre power, take scholarship away from the usual suspects, while also helping to connect people to foster collaborations.

The DSAA can also play a role in creating connections with universities located in the global South. As an association, DSAA can establish an evidence base and promote the value of long term programs of ‘twinning’ universities, and by establishing guidelines as to the core principles and practices of such partnerships. Crucially, this advocacy should aim to dispel the notion/prejudice among some in university leadership that the only partnerships worth pursuing are with top-100 universities. As members we can collaborate with colleagues overseas on publications and grants. We can also capitalise on initiatives such as the University of the World news.

As mentioned in Section II, a number of universities in Australia have adopted the SDGs framework in an ambiguous manner. While the focus group participants admit that SDGs themselves are contested and problematic, there is scope for the DSAA to engage with universities on how to integrate SDG goals and indicators.

DSAA could also use social media better to connect members and to build a community of scholars, and to get students to feel like a cohort. Social media could be used to create online spaces for networking and the spaces of care as outlined above. Blogs could also provide an avenue for a different style of writing and research communication. It was also acknowledged, however, that keeping on top of social media is a lot of work, and very time-consuming. Expanding DSAA’s social media presence may depend on how we can engage members and get them to use these platforms. [NB: The DSAA does have a casual social media person, but with only a limited number of hours per week].

Other great ideas included:

- Linking with ABC International Development or other similar organisations
- Having member profiles in the DSAA newsletter
- Harnessing technology to engage with students
- Workshops for networking, and also for rethinking research
- Increasing the network of universities who are affiliate members
- Reach out to all new DS students so that they are aware of the association

IV. Future consultation

The DSAA is an association for its members, and hence there is a need for ongoing consultation, particularly when it comes to developing a five year strategy. Further, while we hope all academics, researchers and students who identify with 'Development Studies' join the association, realistically we need to find ways to engage with the multiple development studies programs across the country, not all of which will have representation. At the same time, everyone is busy, and endless consultation can eat up precious time. The final set of questions thus related to how much consultation is enough, but not too much.

There were mixed responses. The members of one consultation were enthusiastic about what they had achieved in two hours of talking, and felt that a forum for people to talk about their problems and ideas would be valuable. Discussions that are centred around themes such as 'care', decolonising, fieldwork, etc. would be valuable. Across consultations, people expressed that DSAA will be stronger if it was democratic, participatory, deliberative, and that the opportunity to share different perspectives is valuable. Students expressed a desire for their own space for, and driven by them.

On the other hand, there was also strong support for the representatives elected into the DSAA to lead on behalf of members. People are stretched for time, and having elected representatives means that they can and should take the initiative and direct the future of the association. While there was some support for representatives from each university to meet on a semi-regular basis, there were questions around workload. Whatever form such consultation takes, it needs a clear agenda.

As Development Studies scholars, we also know the perils of 'participatory' consultation, and the need to be attuned to power and how this shapes the agenda, and whose voices can be expressed, and whose count. Although this was not raised in the consultations, it has been extensively discussed within the DSAA committee.

As sign off

The consultations were an exceptionally valuable exercise for the DSAA committee to take stock of where we are, what we have done, and where we are going. Again, our gratitude to all of the participants. It was heartening to hear the value that many participants expressed about the association, and the ideas for initiatives and strategic directions is inspiring. The report will now be delivered to the next DSAA committee to be elected on 13 November 2020. We wish them/us all the best if bringing into fruition the wonderful ideas contained therein.